

Research-Based Lesson Planning and Delivery Guide

Mini-Lesson Planning for Cause and Effect

Benchmark(s)/Standard(s): *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

LA.3.1.7.4; LA.4.1.7.4; LA.5.1.7.4

- The student will identify cause-and-effect relationships in text – fiction, nonfiction, poetry or drama.

Definition

A cause is something that makes something else happen. Out of two events, it is the event that happens first. To determine the cause, ask the question "Why did it happen?"

An effect is what happens as a result of the cause. Of two related events, it's the one that happens second or last. To determine the effect, ask the question "What happened?"

CAUSE	EFFECT
The boy kicked the ball.	The ball rolled.
The girl teased the cat.	The cat growled.
Sally studied hard for a test.	Sally earned an A on her test.
Joe became really tired.	Joe went to sleep early.

Knowing the cause of events helps a reader see the whole story and gives the reader information that helps predict possible outcomes.

Essential Question(s): *How do authors use cause/effect to help readers understand information? How do readers use signal words to identify cause/effect? How can a graphic organizer be used to chart the causes and effects in text? How do readers identify cause/effect relationships in a text and use them to connect ideas? How are causes used to predict what may happen?*

FCAT Stem Questions

- What caused _____ to _____?
- What effect did _____ have on _____?
- What are the events that caused _____?
- What might happen if _____?
- What is the effect of _____?
- Why does a particular character (take a particular action)?
- Why does _____ decide to _____?
- What were the results of (an event or action)?

Materials/Resources: *What do I have or need to teach this lesson objective(s)?*

Teacher: Picture book or other text samples, sentence strips, overhead (LCD projector or doc camera), graphic organizer templates (students can draw these on paper)

Student: Paper, pencil, optional – small white boards, markers

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson:

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

Special Note: Day One could be Explicit and Modeled Instruction; Days Two and Three could be Guided Practice; Day Four could be Independent Practice. This depends upon your Instructional Focus Calendar.

Suggested Read-Aloud: *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble

Pre-read the book, *The Day Jimmy's Boa Ate the Wash* (or other appropriate piece of text). Anticipate where background knowledge needs to be built. Highlight places to stop, question, make predictions or make connections. Identify the author, title, setting, main characters, etc. Activate prior or common knowledge. Take a picture walk. List the important words in the story. During oral reading of this book on Day 2, conduct several teacher think-alouds. Include statements like "This story takes place. . ." "This reminds me of ..." "This character _____ is like _____ because . . ." "I predict that . . ." "What caused _____ to _____?" Students need to hear your thinking so they can do this as they read independently.

Special Note: This is a suggested text. Use any story, informational text, literature from Trophies or other familiar text that is appropriate for your students. The format for presentation would be similar.

Activating Strategy: Demonstration

Before working with text, begin with a simple demonstration. For example, blow up a balloon. Then break it with a sharp object such as a pin (you might prefer to sit on the balloon). Ask the students what caused the balloon to break. Emphasize that they are identifying cause and effect.

Lesson Delivery

Day One: Explicit Instruction: *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

Signal Words and Phrases

Add the following signal words and phrases to interactive word wall: if . . . then, so that, due to, because, as a result, since, therefore, for this / that reason, for, that's why, this led to, then . . . so, consequently, accordingly, thus, nevertheless

Explain that cause and effect is the relationship between two things when one thing makes something else happen. For example, if we eat too much food and do not exercise, we gain weight. Eating food without exercising is the "cause;" weight gain is the "effect." There may be multiple causes and multiple effects.

Looking for the reason why things happen (cause/effect) is a basic human drive. So, understanding the cause/effect text structure is essential in learning the basic ways the world works. It is often used to teach social studies and science concepts.

Stated cause/effect relationships: the relationship is stated clearly

Unstated cause/effect relationships: students must be taught how to "read between the lines"

Reciprocal cause/effect relationships: effects may be part of a chain. In this kind of structure, one effect goes on to cause a second effect, which may then cause a third effect, etc. (Example: *If You Give a Mouse a Cookie*)

Display sample sentences that demonstrate the cause / effect relationship. Vary the number and complexity of the sentences for the group being taught. Read the sentences to the students. Demonstrate how to identify the two events and then how to distinguish between the cause and the effect. (The teacher is demonstrating with student input.)

The team won the competition because they practiced very hard.

Since the gate was left open, the dog got out.

Amber could not see the board so she got glasses.

There was ice on the step and Sam slipped.

The class was being too noisy so they could not play outside today.

Day Two: Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

Activity 1 –

SIGNAL WORDS FOR CAUSE / EFFECT	
If . . . then	so that
due to	because
as a result	since
therefore	for this / that reason
for	that's why
this led to	Then . . . so
consequently	accordingly
thus	nevertheless

Project the following sentences for the class. Read the following sentences to the students. Determine the cause and underline it in red. Determine the effect and underline it in blue. Identify the cause / effect signal words used in each sentence. Circle each of the signal words and explain how it connects the two ideas.

Dad doesn't like Mom's spaghetti; as a result, Dad cooks for himself.

The coffee was too hot when I took a sip; therefore, I burned my tongue.

Timmy was tired because he said he stayed up too late.

Since Donovan got home late, he missed his favorite TV program.

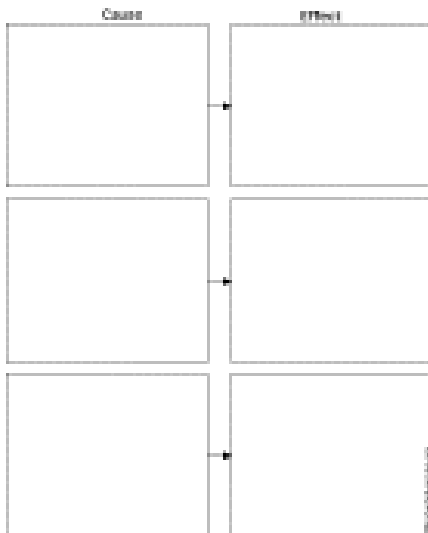
It was snowing outside, so school was cancelled.

If the rain continues to fall, then our garage will fill with water.

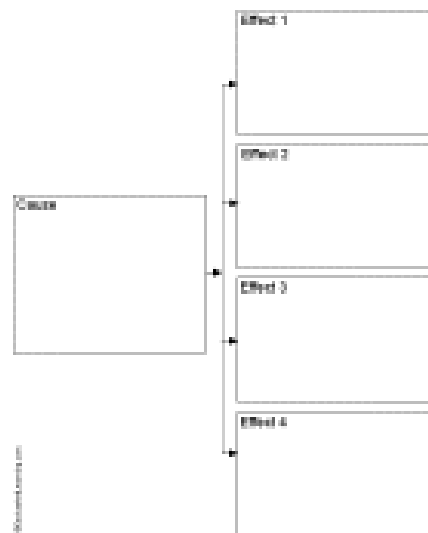
As a result of winning the race, Maria will compete again next weekend.

Activity 2 – Graphic organizers can be used to identify the cause / effect relationships in a story. Select and complete one of the graphic organizers below while you read and do think-alouds. The teacher is modeling without student input.

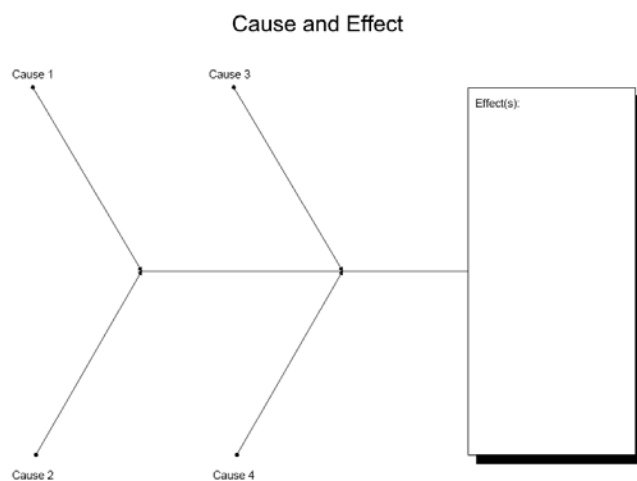
Read-Aloud – *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble (or other familiar text)



Three Cause – Three Effects

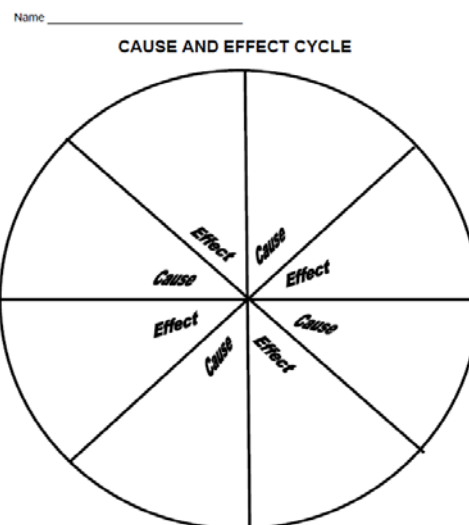


One Cause – Four Effects



© 2006 Education Oasis™ <http://www.educationoasis.com> May be reproduced for classroom use only.

Fishbone / Herringbone Cause and Effect
Created by Dr. Kaoru Ishikawa



Cassandra Yorke
Department of Multicultural Education

Chain Reaction Cause / Effect Cycle

Day Three: Guided Practice: *How will I help my students practice answering the essential question(s)? (How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?)*

Practice 1 – Sequence Stair Steps

Connect the December focus skill of sequencing to the identification of patterns that occur in cause and effect relationships by building sequence stair steps. Prepare sentence strips with the following sentences (without the arrows).

Glaciers formed on land. ← (What all this led to)

Snow on the bottom turned to ice. ↑

More snow fell next winter and packed down snow that did not melt. ↑

Summers were shorter and cooler and all snow did not melt. ↑

More snow fell during colder and longer winters. ↑

Weather turned particularly cold. ↑

With the students, organize the events in this order beginning with the initial cause, “Weather turned particularly cold” and ending with, “Glaciers formed on land.” Then place an upward arrow beside each idea to show how the one event caused another one to happen. Class discussion will take place for each step of this chain reaction cause and effect cycle, also known as the “Domino Effect.” The discussion should include cause and effect signal words as one event is connected to the next. The end result of all of these relationships is what led to glaciers being formed.

Source: *Instructing Students Who Have Literacy Problems*, S. McCormick

Practice 2 – Unstated Cause and Effect Relationships

There are times when only the cause or the effect is stated, but the other is implicit and must be inferred by the reader. Using collaborative pairs, have the students share with their partner the missing cause or effect of each idea. Alternate which partner will be sharing their partner’s thoughts with the class.

Water spills in your lap.

A car runs out of gas.

The parrot’s cage was extremely messy.

I burned my tongue.

George’s car runs better now.

The exhausted workers loaded the truck.

The beach house was vacant.

Their telephone would not stop ringing.

Practice 3 – Cause and Effect Showdown

Provide each table of four students with a pile of cards which contains either a cause or an effect stated on each one. The cards are stacked face down in the center of the table. The Showdown Captain selects the top card and reads the card. All group members should be provided with a small white board or a piece of paper. Each student will work independently to write either a possible cause if an effect was given or write an effect if a cause was given. The Showdown Captain says, “Showdown” when everyone is ready to share their response. Teammates show answers to their team and discuss the responses. Rotate the captain position to the person on the left of current Showdown Captain for each additional card.

Resource for cards: FCRR 4-5 Student Center Activities: Comprehension (Activity Master C.021.AMIa, C.021.AMIb, C.021.AMIc) or <http://www.fcrr.org/curriculum/studentCenterActivities45.shtml> (Book Two, Comprehension, Part Two, Expository Text Structure).

Day Four: Independent Practice / Processing Activities: *How will my students practice answering the essential question(s) individually?*

Practice 1 – Provide students with newspaper headlines or the first sentence of some newspaper articles to read. Have them predict the cause of each event or happening. A cause and effect graphic organizer can be used to record the students' ideas.

Option: Newspaper pictures or pictures from content area books can be displayed in a literacy center. The students will identify the possible feelings of the people pictured, what may have caused the situation or why the photographer may have selected this picture.

Practice 2 - Select an article, passage or short story. After reading the passage, the students write a *why* question about the content and then write their answer to the *why* question. Rotate the reading material so students have many opportunities to practice.

Practice 3 – Provide the students with a passage or short story. After reading it independently, the students answer cause and effect FCAT Stem Questions that you have selected.

Vary the passages by including fiction, nonfiction, poetry or drama examples.

Special Note: It is important that students are able to recognize the cause and effect relationship of events in a written passage and use the vocabulary terms associated with cause and effect. This skill extends into content area passages as well (e.g. writing, science, social studies, math, health, physical education, art, music).

Day Five: Assessment: *How will I know if my students can answer the essential question(s)*

Extended and Refining Activity: Writing Prompt

Display the sentence, "The children were late for school." The students should write a story about why the children were late which contains a chain or "Domino Effect" of cause and effect relationships. The students should include cause and effect signal words within their story.